



Queen
Elizabeth's
— ACADEMY —



Part of
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Academies



THE CHURCH
OF ENGLAND
Diocese of Southwell & Nottingham

**Notes and Action Record of the Queen Elizabeth's Academy
Local Academy Committee Spring 2 Strategy/Development Meeting
Held on Thursday 19th March 2026 at 16.30 at Queen Elizabeth's Academy**

Membership	Initials	Governor category	Absence
Jo Bull (Chair of Governors)	JB	Appointed AC governor	
Elaine Twigger	ET	Appointed AC governor and QEA Endowed Trustee	
Julie Evans	JE	Appointed AC governor	A
Louise Hart	LH	Appointed parent AC governor	
Angela Mitchell	AM	Staff AC governor	A
Dee Kerwick-Chrisp (Vice Chair of Governors)	DKC	Appointed AC governor	
Terrence Clay	TC	Appointed AC governor and QEA Endowed Trustee	A

In Attendance	Initials	Position	Absence
Caroline Saxelby	CS	Executive Principal	A
Donna Percival	DP	Principal	
Lynsey Parker	LP	Governance Professional / Clerk to Governors	

Quorum required	4	Governors present	4
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Action Record:

Agenda item / action ref	Meeting Ref	Action Required	Responsible Person	Timeline	Update	Complete / carried forward
QEA/25/2526	Spring 2	Governance Professional to write to TC regarding code of conduct and expectations	LP	By next meeting		

				– 14/5/26		
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Notes of meeting:

Bold blue text = academy committee governor check and challenge

Bold green text = academy committee governor decision-making / approval

Q= Question from governors

A= Answer from senior leaders

Agenda item / action record reference	Key points /summary of discussion	Action Required	Responsible Person	Timeline
QEA/25/2526 Welcome, apologies and prayer	Apologies were received and accepted from JE and AM. No apologies were provided from TC. Academy Committee governors asked LP to write reminding of code of conduct and expectation of regular attendance and contributions. It was advised that Executive Principals do not generally attend training and development meetings. DP led the academy committee in a prayer on the theme of community. In introduction to the prayer, DP advised the governors that School Hall athletics competition had been held at the academy that day for all secondaries in the Mansfield area, it was restorative and reassuring to see the way the children acted in the community and this has been fed back to parents who had questioned the decision to go ahead with the event in light of the current 'School Wars' issues.	Governance Professional to write to TC regarding code of conduct and expectations	LP	By next meeting – 14/5/26
QEA/26/2526 Declarations of Interest	There were no interests declared in relation to any items on the agenda.			
QEA/27/2526 Notes of previous	Notes of the previous meeting were received and accepted. It was confirmed that there were no outstanding actions. Matters arising:			

meeting / action log	Q – Are there any updates on the open plan toilets? The open plan Science toilets will be blocked off during Easter holidays and no longer available for use. Children will have access to open toilets in English. Access during lessons is important e.g. for those with toilet passes. LH advised that parents have raised misbehaviour in toilets and so will be pleased this has been addressed, and that she will feedback. Q – School Counsellor is not being replaced. Is this due to budget constraints? Has QEA Endowed Trust support been considered? A – Decision made not to replace / recruit to vacant post. The academy hasn't approached the Endowed Trust for support as this would be a recurring cost not a one-off, and would be expensive with salary plus on-costs. Decision not to recruit has enabled the academy to have a better of understanding of the services and resources we need to signpost children and parents to in the community. Q – Are there any updates on the DoE scheme this year? A - More children participating this year than ever before, with very low drop out rates. Has brought different groups of children together. May need to expand to 2 separate expeditions if demand continues as we are at capacity. Q – How are vulnerable children able to access DoE? A - QEA cover vast majority of the DoE fee, families pay a nominal sum. The academy covers the cost entirely for PP students, out of PP funding.			
QEA/28/2526 Safeguarding Report	Academy Committee governors received the latest report in advance of the meeting. Governors noted that the most pressing SG issue at present is social media 'School Wars' . The academy has followed advice from Notts Police regarding ringing to report any potential incidents. SLT staff are always on gate at end of the day but had been advised by Police to patrol bottom of the drive, this is beyond school boundary. As staff have no jurisdiction in the community, DP has therefore taken decision to not request staff to patrol. Q – How does the school evidence that online safety and AI related curriculum work is mitigating any harm?			

	A – Evidence of impact = pupil voice in lessons, being ‘critical consumers’ of online world. All students cognisant of rules and appropriate online use. No concerns from staff. Lack of MyConcern reports. No cases of concern regarding inappropriate use of online/social media starting in school and then going out into the community, always the other way round and then community issues having to be dealt with in school. Q – Is there any support for parents to keep children safe? A – School regularly signpost to resources and posts messages on Weduc. This was confirmed by parent governors. DP advised that ultimately there needs to be a willingness to engage with materials available. Parental engagement and parental responsibility issues prevail, with many children having unrestricted access to social media / internet which is outside of academy control. Q – What is the percentage of children that regularly attend Church, with this being a Church of England school? A – No data is collected / held on this in school. There are 25 ringfenced places in the admissions policy for children who wish to attend QEA due to religious character of the school, but all places are never filled. Q – Is there any work the academy can do with local churches regarding sharing positive messaging about keeping safe online? A - Youth Pastors and Youth Worker from Diocese come in to school Chaplain delivers some work LH advised that Youth Pastor from the local church meets children from Year 7 – age 18 regarding online safety, health and wellbeing, healthy relationships, etc, and is keen to work with more young people. DP will explore how this work can be more joined up.			
QEA/29/2526 Governor Training and Development	Governor training and development: Understanding the Academy and community context JB explained that herself and the Principal and Executive Principal had met to consider what to cover for this governor development session, and had taken into account: • New Ofsted framework -potentially now more consideration of school context (though anecdotal feedback from inspections so far suggest context not taken into account as much			

	as had been initially thought). All schools still required to achieve outcomes in line with national expectations. • Ofsted focus on inclusion of disadvantaged children – there is increasing understanding amongst QEA Academy Committee governors that majority of children at QEA have some markers of vulnerability. • Ofsted focus on leadership and governance and the role of governors – to scrutinise performance and hold academy leaders to account. Thorough understanding of the academy and community are vital to how governors carry out this role. DP explained that the academy has high ambitions for our children, who themselves typically have low expectations / ambitions. This is reflected in the AIP which is evidence-based. A deep dive into the local community context has been conducted to help all staff understand the shared ‘why’ and vision. The Principal shared a social mobility document with the governors which will be shared with all staff via CPD on 113th April. Overall, Mansfield District is classed as a social mobility cold-spot, where opportunities for social mobility are limited. NG19 postcode area in which QEA is located has pockets of affluence, particularly around new build housing, but high relative deprivation. Majority of children at the school will have some vulnerable indicators. Issues covered: • Housing • Education and skills • Employment and earnings • Socio-economic / geographic disadvantage • Intergenerational mobility The Principal also shared the vulnerable student profile at the academy: • PP = 40% • EAL = 20%			
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	• SEND = high 20s% • Young carers = n.30 this is promoted within school so that relevant children do recognise themselves as carers and can access relevant support). • LAC = n.6 • EHCP = n.12 It was also noted that growing diversity at academy level bucks the local White British trend An in-depth discussion covered the following: Educational outcomes: Low qualification rates, perpetuates socioeconomic disadvantage. Social Housing: Prevalence of social and rented accommodation in the catchment area, potentially insecure. Economic and labour market: Financial insecurity, zero hours contracts – instability. Industrial decline. Reliance on low skilled, low pay jobs in the local area. Lower earnings and employment levels affect community wellbeing and opportunities – extracurricular, travel etc. Need to challenge pre-conceived ideas with staff that children above PP thresholds may still be extremely vulnerable given this context. Cycle of deprivation: Multi-generational families in school Alongside having high aspirations for all QEA children, there is a need to respond appropriately and sensitively in school e.g uniform expectations and pricing, cash vs cashless top-ups. Multi-layered interventions: Established view that education will eventually lift all other indicators of deprivation up. Notts Attend Strategy – Family and community engagement crucial. Education cannot do all the heavy lifting with regard to social mobility. Community, family support and early years funding all required.			
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	Structural barriers: Post 16 options reducing across the local area. Local Colleges are accepting A Level students at Grade 4. Future of Post16 provision a QEA - need higher aspirations at KS4, need to start emphasising need for Grade 5s to access A Level study, and this would need to be achieved in sufficient numbers to secure viable cohort and class sizes. Aspiration: Delayed gratification / long term benefit. Careers and wider CIAG provision at QEA plays a vital role in challenging preconceptions, presenting students with choices, opening doors. Summary: There are significant structural barriers to social mobility (education, earnings, job quality, local opportunities) in the QEA catchment area compared with many other areas of the UK Mobility is not impossible, but odds are tougher than in social mobility hot spot areas. Not a pre-determined destiny, but a challenge to overcome. A discussion took place on funding and making best use of resources. Governors noted and agreed that school improvement suggestions require funding and capacity therefore difficult choices need to be made on priorities, as not every idea can be implemented. Q – As a Trust, do we reallocate resource etc according to need? A – Standard funding formula per each pupil on roll. Additionally, all academies receive PP funding per eligible child on roll, and needs-based funding for SEND pupils, all of which has to be individually applied for. There is some collaborative working across the Trust – QEA has been asked to provide resource to support other secondary schools within the Trust e.g. SENCO, Careers lead. Governors questioned the reciprocity of these arrangements. Governors commented that children at high performing schools serving a different demographic and with high levels of parental engagement are likely to do well and achieve highly wherever they attend, and were of the view that QEA is making the greatest difference to the children in our communities through the education and positive experience that is provided in school for the benefit of the local community.			
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	DP updated Academy Committee governors on QEA's participation in a RISE attendance project. Partner academy is Bluecoat Wollaton (Diocesan school), located in an affluent area of Nottingham. DfE data has grouped us together as a 'similar' local school but performing better, and from which lessons can be learned. Through working together, both partner schools have been able to learn from each other's practice. Q - In relation to the cost of interventions and EEF recommended practice – is the academy doing all of the low cost activities? How can these all be embedded into practice? A – EEF identify low cost activity, but these are still high capacity and all require staffing. Many are already deeply embedded in our practice e.g. mastery learning approach. Confident that we are doing everything we can to improve outcomes for our children. Attendance makes biggest difference to outcomes, attendance rates currently close to 30% of all pupils with PA (>10% absence), hence voluntarily participating in the RISE project to improve these figures and get more children in school where they can be learning. Q - How do staff feel about the challenge ahead? Q - Will the Curriculum Review allow teaching staff any space for flexibility, opportunities to explore issues, pastoral care? A – To raise aspiration, need positive relationships and a sense of belonging in school As part of the RISE project, the academy was asked to share to share a DfE survey with staff. 98% of staff agreed that staff building positive relationships was important; 98% of staff agreed that staff model positive relationships and expected behaviour Academy leadership feel that staff perception may not reflect the reality. DP updated governors on the forthcoming all staff CPD session which will therefore focus on a re-set of the academy culture including: Graduated response pathway Vulnerable students register Scenarios-based work DP referred governors back the AIP priorities and advised that priority actions have been put in place recognising the school's context, starting point and ambitions. The AIP is designed to make our children's experience in school better, and as a result, to open doors/opportunities.			
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	Motivation is to improve outcomes and fight for our children, but leadership acknowledge that this is constant hard work. A discussion on staff workload and wellbeing took place, and the impact that working in a challenging school can have on staffing in the long-term. Q – In relation to the recent AIR acknowledging that the Principal continues to have to do too much, how can your approach to building positive relationships with the children be rolled out to more staff? A - As DSL, DP advised that she has to invest in 2-way relationship and show children that she takes an interest in them and their lives. Other approaches may be different, but can still get the best out of the children, no one sizes fits all. There are consistent expectations for staff and children with regards to behaviour. Q – Are affluent, high achievers becoming a minority in school? What is the academy doing for these groups of children? A – Recognise that high achieving students do pull average grades up and also provide a positive role model for others. Regardless of background, we have looked at 95% + attenders and thoroughly scrutinised data. If the children are attending regularly but are not achieving then know we are not getting our teaching right. We are confident that children have the correct diet and we are doing the right things and meeting needs of all students. Recognise that there is a balance between investing in all children and not over-investing / diverting resource to small groups. However no apologies for investing in targeted interventions in English and Maths as core subjects; targeted work with Grade 7+ students. Q – Are there any schools with similar context locally meeting national standards? A – DfE benchmarking data does not always accurately match schools. The academy keeps an eye on how local schools serving similar catchment areas are performing.			
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	Governors thanked the Principal for the excellent training and all confirmed the session had helped them develop their understanding of the local community and the context for decision making around strategic school improvement priorities. The session reaffirmed the ‘why’ for governors and the reasons that they want to support and challenge the school to improve. Governors noted the benefits of being able to spend time exploring fewer issues in greater depth during the LAC strategy and development sessions. Any other business DP gave an update on the proposed changes to QEA uniform. From Summer: Branded shorts allowed From September: Blazer will become optional Students can choose to wear branded jumper DP advised that the academy has worked with the uniform supplier to ensure that pricing was reasonable and that 2 jumpers could be purchased for the price of one blazer. Governors feedback that these were really positive changes Governors noted that some students with sensory needs struggle currently with the blazer requirement and therefore agreed that the changes will promote inclusion and belonging for all groups of students.			
QEA/30/2526 Determination of Confidentiality	Governors determined that there were no confidential discussions			
QEA/31/2526 Report to Trustees	A report on the local academy committee’s activities will be submitted to Trustees following the meeting.			

QEA/32/2526 Date and time of next meeting	Thursday 14th May at 4.30pm The meting closed at 6.35pm.			
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Signed by Chair: J Bull	Date: 14 th May 2026
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